Formative Assessment Task

Second: Measurement and Data

Standard 2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ç symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Quarter 1 : Identify coins and skip count by like coins (connects to 2.NBT.2)

### Materials: Approximately 6 of each coin per group, labels (one of each per group) penny, nickel, dime, quarter, 100 chart

**Directions:**

1. Have each group sort the coins into like groups (ex. all pennies in one group)

2. Pass out the labels. Have the students identify the name of each group.

3. Ask the students to point/identify the value of each coin as the teacher states the following questions.

Which coin is worth 5 cents?

Which coin is worth 1 cent?

Which coin is worth 25 cents?

Which coin is worth 10 cents?

4. Using a 100 chart, have the students skip count the total value of each group of coins.

**Considerations:**

Are they able to correctly identify the type of coin they are counting? Do students skip count correctly?

**Collecting Data:**

Student performance can be scored using an observation checklist.



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| Teacher notes:  Identify coins and skip count by like coins.  Students who demonstrate mastery can easily identify both sides of coins/dollar bills and can apply skills such as skip counting to help them find the total amount of money.  Some students may think that bigger coins are worth more (i.e. they may think the penny is a dime and worth 10 cents).  Students who demonstrate full mastery can skip count to find the total of each bag.  Students who demonstrate partial mastery may count by 1s to find the total. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |